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ABSTRACT

Designed for use with accompanying videotapes as single presentations or as a series for professionals or laypeople, or as supplementary modules in academic courses in psychology, marriage and family, health occupations, etc., these four learning modules focus on common phases of dying and grief as part of the normal cycle of living. The modules cover: (1) "The Dying Process: The Dying Person"; (2) "The Dying Process: Relating to the Dying Person"; (3) "Dealing with Loss: Grief as a Universal Experience"; and (4) "The Importance of Rituals: The Celebration of Death." Each of the modules states learning objectives; provides an outline of the videotape's content with instructions for its use in the classroom; contains an instructor's guide; suggests learning activities and discussion topics; and provides written materials for handouts. The modules also include annotated bibliographies of useful books, literary works, films and filmstrips, and an evaluation form.
(AYC)

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MODULES IN DEATH EDUCATION

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This project has been made possible in part by a grant from the National
Endowment for the Humanities

TC830060

MODULES IN DEATH EDUCATION



THE DYING PROCESS: THE DYING PERSON

An overview of the issues and concerns facing the dying person.. Special emphasis on knowledge and skills to maintain a sense of control of one's life when dying.

This project has been made possible in part by a grant from the National Endowment for the Humanities

Prepared and Presented by:

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All are on the faculty at Shoreline Community College and team-teach an interdisciplinary course, Perspectives on Dying. They each bring special qualifications: Ann has worked in the area of grief and loss; Dennis has an extensive classical background, and Betsy has been a leader in the hospice movement.

You have permission to copy any or all of the module materials including the video-tape. Return the video-tape and this folder of originals to:

Film Rental Library

Shoreline Community College Media Center

16101 Greenwood Ave. N.

Seattle, WA 98133

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OBJECTIVES: After completion of this module, you should be able to:

- 1) distinguish between dramatic presentations of the dying process and actual protracted dying.
- 2) understand the medical causes of prolonged dying.
- 3) understand the physical stages of dying, such as organic dysfunction, etc.
- 4) understand the importance of the manner in which a terminally ill person receives the news about his/her condition.
- 5) understand the steps by which the terminally ill person grasps the significance of this news.
- 6) understand the importance to the dying person of maintaining a sense of self and a feeling of control over the dying process.
- 7) understand the need of the dying person to find and attach meaning to his/her death.

INSTRUCTOR'S GUIDE

This module is one of a series of four on issues on death education. While the material will be useful to professionals, our primary purpose was to address the issues in a manner appropriate to the layperson. It has been our experience that becoming aware of these topics and discussing them can add to the fullness of one's life and can enable persons to have information and tools for dealing with these issues as they affect each person's individual life.

The modules can be used in a variety of ways. Each could be used alone for a single presentation or they could be combined for a series or seminar of longer length. They could be a course or unit by themselves, or could be a single presentation in other related courses or workshops.

Each module offers the primary subject material by video. Accompanying the video are a number of prepared handouts for duplication which add to, clarify or reinforce the video presentation. These include objectives, individual or group learning activities, material specific to the topic, and a bibliography.

As the presiding instructor/facilitator, you will be able to individualize instruction to a particular group or participants and choose your own involvement in ways that maximize your own skills.

A CAUTIONARY NOTE: The modules deal with issues that are central to all our lives, but are commonly not openly talked

about or dealt with until the need arises. The content and the learning activities can sometimes trigger emotional responses. Since many of the responses are ones we tend to avoid or hide, the individual responding, the other participants and the facilitator may feel uncomfortable. The instructor's discomfort might extend to feeling responsible for causing those responses by presenting the material. We find it useful to remind ourselves that these feelings are already present in the persons. Bringing them to the surface where content is presented to help with those responses can be useful to the person. We have found that it is important to acknowledge the reactions, emphasizing that they are normal, and then to continue with the module presentation because the whole module and its content are important in bringing a sense of closure to the issue and in providing information and tools for dealing with the emotional responses which probably have to do with some unfinished business.

The video tape content is summarized below with suggestions and instructions for using the learning activities and other materials.

Approximate length	Topic	Suggestions/Instructions
5 min.	Video input: Introduction to module topic.	
1 min.	Video input: Instructions for activity.	
10 min.	Individual activity: Sources of information about the dying process.	Instructions to participants: Read the instructions on the form and briefly answer the questions. This exercise is to stimulate your own thinking and is for your use only so you may use abbreviations or short phrases. Notes to facilitator: 1. A form for this exercise is provided for duplication. 2. Give time reminders to keep them moving through the exercise.
3 1/2 min.	Video input: Changing ways of dying and overview of presentation.	
18 min.	Video input: Being told Grasping the significance Stages	
1 min.	Video input: Instructions for learning activity on values.	
10 min.	Total group activity: What makes life meaningful?	Instructions to participants: We are going to list as many values of living that we can come up with in ten minutes. Give words that represent the things that people place

value on, that make life meaningful. Ann, Betsy, and Dennis mentioned beauty, physical mobility, sense of smell. You call out the words and I'll write them on the board.

Note to the facilitator: You will need to encourage them to respond quickly in a brainstorming manner. If the students have difficulty at first thinking of these values, you can encourage them by calling out a few from the list provided with the handout material.

2 min.

Video input:
Comments on life values and how the dying process can diminish or cause the loss of many of them.

23 min.
(25)

Video input on issues and concerns.

Keeping the self intact
Physical deterioration
Time frames
Relating to others
Finding meaning
Choosing how and where to die.

Handout: Natural Death Act.

3 min.

Video input:
Conclusion

15-25 min.

Activity:
Small group

Instructions to participants: Get into small groups of not less than four or more than six. Choose a spokesperson who will later give a summary to the total group. Discuss the following questions:
1. What was the most surprising information you learned from this presentation?

2. Give time reminders to move the groups along.

3. In the small groups and the total groups the participants will probably want to keep discussing when you call time. It is important to move them on, acknowledging that you know they are not ready to stop talking but that these are topics that are hard to feel finished on.

4. In closing, you may want to summarize the thoughts of the class and note particularly where they might find further information by referring them to the bibliography.

SELECTED BIBLIOGRAPHY

- Alsop, Stewart. Stay of Execution. Philadelphia: Lippincott Pub. Company, 1973.
A personal recounting of the author's three-year battle with leukemia. Some rare, honest insights into dealing with death, finding meaning and the impact on a large, growing family. Includes many of life's experiences as a well-known journalist.
- Aries, Philippe. The Hour of Our Death. New York: Vintage Books, 1982.
Original research on the history of death attitudes and practice drawn from legal, religious and other historic documents. The best study of its kind.
- Feifel, Herman. New Meanings of Death. New York: McGraw-Hill Pub. Company, 1977.
A broad presentation including responses to death, the arts and grieving. Edited by Feifel, it calls forth many of the most knowledgeable writers in the field.
- Gordon, David Cole. Overcoming the Fear of Death. Baltimore: Pelican Press, 1972.
Deals with the universal fear of death as a natural phenomenon, yet addresses many ways of ameliorating this fear. Includes the area of spirituality.
- Grollman, Earl A. ed. Concerning Death: A Practical Guide for the Living. Boston: Beacon Press, 1974.
A collection of writings by a wide variety of professionals whose work brings them in contact with death, with preparing for death and with its aftermath. A practical guide to dealing with the facts, emotions and decisions surrounding death. Introduction has suggestions for further reading.
- Kalish, Richard A. Death, Grief, and Caring Relationships. Monterey: Brooks/Cole Pub. Company, 1981.
An overview of death, dying and grief. Comprehensive and easy to read, it combines research and theory with personal observations. It is divided into: The Meaning of Death; Process of Dying; Grief and Bereavement; Caring Relationships. Thirteen pages of references.
- Kavanaugh, Robert. Facing Death. New York: Penguin Books, 1972.
A general overview of the area of death with an outline of staging of normal grieving. Against this background, the author presents guidelines for those in the helping stance.

Keff, Theodore, H. Hospice: A Caring Community. Cambridge, Mass.: Winthrop Pub., 1980.

After describing the origins of the hospice movement, makes comparisons of this unique type of care and the traditional medical model. Current and up-to-date.

Kubler-Ross, Elisabeth. On Death and Dying. New York: MacMillan and Company, 1969.

The author's first significant book of many in the area of death and dying. Outlines the stages of the dying process with application to the many patients and their families she has cared for. Sensitive and direct.

Kubler-Ross, Elisabeth. Questions and Answers on Death and Dying. New York: MacMillan Company, 1974.

Out of her experiences with dying patients and their families, Dr. Kubler-Ross answers the most frequently asked questions. Covers all aspects from telling the patient, to the stages of dying, to family and staff feelings. Her answers provide models for how to talk with the dying or the bereaved.

Kubler-Ross, Elisabeth. To Live Until We Say Goodbye. Englewood Cliffs, N. J.: Prentice Hall, 1978.

With beautiful photographs by Mal Warshaw, Kubler-Ross shows what can happen for human beings as they are in the process of dying by telling the stories of specific dying persons. Presents alternative to hospital care.

Levine, Stephen. Who Dies? An Investigation of Conscious Living and Conscious Dying. New York: Anchor Books, 1982.

From a background of study and experience with the dying and a background as a poet, teacher, and practitioner of Buddhist meditation; Levine writes about opening oneself to the immensity of living with death. Talks about the effect of cultural views on death and dying and about practical issues. Contains meditations on self-forgiveness, grief, pain, letting go, funerals, dying, after death. Appendix contains specific suggestions for caring for a dying person, two Buddhist meditations and a music and book list.

Pattison, E. Mosell. The Experience of Dying. Englewood Cliffs, N. J.: Prentice Hall, 1977.

Attempts to provide a broad, in-depth portrait of the dying process in its many personal forms. Examines the meanings of death and coping styles of dying throughout the life cycle. Talks about the living/dying interval, phases rather than stages, and the process as a social

interaction. Primarily addressed to those who care for the dying.

Rosenthal, Ted. How Could I Not Be Among You? New York: Venture-George Braziller, 1973.

From the still photographs and poetry and spoken words of the film, How Could I Not Be Among You, (winner of the 1972 American Film Festival) comes this book which records the thoughts of Ted Rosenthal during the last part of his life. A real-life portrayal of the struggle to come to terms with one's impending death.

Smith, Jo Ann Kelley. Free Fall. Valley Forge: Judson Press, 1975. Written by Jo Ann Kelley Smith in her final months of life, this book describes her feelings, her emotional conflict, the traumas experienced by her family and the supports she needs as a dying person. Intended by the author to be more than a spiritual or personal autobiography, it is offered as a guide for families, friends and professionals.

Stoddard, Sandol. The Hospice Movement. New York: Vintage Books, 1978.

A description of the hospice movement as it has grown throughout our country. Emphasizes the opportunities for the terminal patient and family to share and grow through a painful psychological experience. Makes dying acceptable as a concept of living.

Wolf, Anna W. M. Helping Your Child to Understand Death. New York: Child Study Press, 1975.

As persons in relationship to the dying, we need to not only examine our own feelings but reach out to the children who are involved. This is a practical book which offers concrete guidelines about helping children who may be in the family. Useful to parents, friends, teachers and the dying person.

SELECTED READINGS FROM LITERATURE

We want to emphasize that the subject of death and grief has been the topic of great writers in nearly every tradition. The Western tradition, a blend of Hebrew, Greek and Roman thought is especially rich in profound thought about the meaning of suffering and death. The continuous literary tradition has enriched the development of philosophy and theology and has served as a source of consolation and challenge for nearly three millenia. The selections included here are some of the most enduring, but we do not intend to slight other passages or other traditions such as Chinese, Egyptian and others. For the sake of convenience, we have selected readings from one book, the excellent Norton Anthology of World Masterpieces, one Volume, fourth edition, W.W. Norton and Company, New York.

Old Testament

Job - p. 68

Ecclesiastes, The preacher - p. 88

Homer

The Iliad, Book VI - p. 120

Voltaire

Candide - p. 1547

Johann W. Von Goethe

Faust - p. 1657

Gustave Flaubert

A Simple Heart - p. 1859

Leo Tolstoy

The Death of Ivan Ilyich - p. 1972

Stephane Mallarme

The Tomb of Edgar Poe - p. 2205

Franz Kafka

The Metamorphosis - p. 2380

Anna Akhmatova

Requiem - p. 2446

Jean-Paul Sartre

No Exit - p. 2539

Albert Camus

The Renegade - p. 2572

FILMS AND FILMSTRIPS

The following films and filmstrips are useful to complement the module content. These are on a variety of topics within the area of death and dying.

Dying

1 hr. 40 min.

This film begins with an introduction explaining how the filming of three terminal persons came about. It emphasizes the unique differences in the three experiences. Throughout, the film has emotional impact as it follows the first, Sally, a gentle but strong woman; Harriet and Bill, a couple in painful disruption and finally, Rev. Bryant, a warm, totally accepting clergyman surrounded by a loving family.

American Cancer Society
2120 1st North
Seattle, Washington 98109

How Could I Not Be Among You?

40 min.

Ted Rosenthal, facing death from leukemia in his thirties, expresses vividly in poetry and voice his initial reactions and thoughts, feelings about his young family and the anger and affirmation found in the dying experience. Photographic presentations accompany the account by Rosenthal, some beautifully impressionistic.

Film Booking
University of Indiana
Bloomington, Indiana 47405

* The Jilting of Granny Weatherall

58 min.

Katherine Anne Porter wrote this story of a woman who has compensated for her grief by a life dedicated to hard work, work that was meant to protect Granny from the dripping memory of George, who failed to show up on their wedding day.

* Leo Beuerman

13 min.

Emphasizes the dignity and worth inherent in every individual. It is easy to relate to Leo in a deeply personal way as one views him overcoming his handicaps. His philosophy of life serves as inspiration to all.

* Lifeclimb

23 min.

Stanley Zundell, successful in business and highly involved with his family and with community activities, was devastated by a succession of tragic problems: three heart attacks; a spinal fusion which would cripple him if he survived his other difficulties; and then discovery of cancer spreading through his body. His initial reaction, in his mid-fifties, was to go into a terrible depression, coming very close to suicide. Now, in his mid-sixties, Zundell's heart is strong, his spine is once again flexible and his cancer is under control. The film shows an incredible climbing of a mountain, affirming his conquering of fear itself leading him to know himself as never before.

* String Bean

17 min.

The story of a fragile, elderly lady and her string bean plant. The ultimate fate of the plant and the act of faith and optimism of its guardian.

What Man Shall Live And Not See Death

70 min.

An excellent overview focusin on death fears and attitudes. Statistically shocking when speaking of use of land space for burial and disposition of the unknown poor. Explores modern funeral practices and expectations of society for the bereaved. A section of the film is devoted to comments on aging.

Film Booking Service
University of Washington
Seattle, Washington 98195

When A Child Dies

32 min.

Three sets of parents talk about what it means to lose a child. Each offers the viewer guidelines for relating better to parents in grief. The effects on each other as well as other family members and friends is emphasized. Sensitive.

Washington State Funeral Directors Association
4455 Aurora North
Seattle, Washington 98103
(postage only required)

* Where All Things Belong

28 min.

This film is a hymn to the joy of humans guiding their own destinies. In a context of universal oneness, joy and risk is its main theme. Author/educator/futurist George Leonard is featured.

* Where Is Dead?

19 min.

This drama deals compassionately, yet realistically, with the subject of death. A young girl must learn how to handle the sudden death of her nine-year-old brother. The film is designed to generate emotional and intellectual involvement in a life cycle concept of death.

* You See, I've Had A Life

Reveals, through flashbacks, how a thirteen year old boy and his family attempt to deal with the child's fatal affliction with leukemia.

- * Available to Washington State Colleges and Universities through:

Film Rental Library
Shoreline Community College Media Center
16101 Greenwood North
Seattle, Washington 98133

(206) 546 4721

Scan 274-1721

Filmstrip and Cassette

Perspectives on Death Four Parts

- I. Funeral Customs Around the World
- II. Death Through the Eyes of the Artist
- III. Death Themes in Literature
- IV. Death Themes in Music

Washington State Funeral Directors Association
4455 Aurora North
Seattle, Washington 98103

National Funeral Directors Association
135 West Weller Street
Milwaukee, Wisconsin 53203

SOURCES OF INFORMATION ABOUT THE DYING PROCESS

Our ideas about the dying process come sometimes from direct experience with a dying person. However, we are fairly isolated from actual dying in our culture. Many of our ideas about the dying process come from television, books, newspapers, magazines.

List at least five specific sources that have given you information about what it means to go through the dying process: (name of book, name of movie, name of television show, etc.)

If you could generalize what you have learned about dying from these sources, how would you answer the following:

What do people die of?

How do people die? What is the dying process like?

How do people surrounding the dying act and react to the dying person? To the death itself?

CLOSING GROUP ACTIVITY

In small groups, discuss the following:

1. What was the most surprising information you learned from this presentation?
2. How might this information be useful?
3. What further information on this topic do you want/need?
4. What memory/feeling did this presentation bring forth for you?

LIFE VALUES

This list has been generated by students in the "Perspectives on Dying" class.

wellbeing
movement
sensuality
laughter
productiveness
hope
touch
smell
taste
sight
hearing
usefulness
body control
sexuality
family

mental processes
joy
music
art
beauty
self worth
fulfillment
peace
contentment
dreams
happiness
exercise
reading
doing

being
dancing
curiosity
dignity
knowledge
trust
choice
control
sharing
friendships
health
wholeness
growing
flexibility

DIRECTIVE TO PHYSICIANS

Directive made this _____ day of _____ (month, year).

I, _____, being of sound mind, wilfully and voluntarily make known my desire that my life shall not be artificially prolonged under the circumstances set forth below, and do hereby declare that:

(a) If at any time I should have an incurable injury, disease, or illness certified to be a terminal condition by two physicians, and where the application of life-sustaining procedures would serve only to artificially prolong the moment of my death and where my physician determines that my death is imminent whether or not life-sustaining procedures are utilized, I direct that such procedures be withheld or withdrawn, and that I be permitted to die naturally.

(b) In the absence of my ability to give directions regarding the use of such life-sustaining procedures, it is my intention that this directive shall be honored by my family and physician(s) as the final expression of my legal right to refuse medical or surgical treatment and I accept the consequences from such refusal.

(c) If I have been diagnosed as pregnant and that diagnosis is known to my physician, this directive shall have no force or effect during the course of my pregnancy.

(d) I understand the full import of this directive and I am emotionally and mentally competent to make this directive.

Signed _____

Social Security Number or Birthdate _____

Street Address _____

City, County, and State of Residence _____

WITNESSES

The declarer has been personally known to me and I believe him or her to be of sound mind. I affirm that I am not related to the declarer, that the declarer has stated I am not mentioned in his/her will, that I have no claim against the declarer, and that I am not an employee of an attending physician of the declarer or of the health care facility (if any) in which the declarer is a patient.

1. Witness _____

Address _____

2. Witness _____

Address _____

(This directive complies in form with the Natural Death Act, Chapter 112, Washington Laws of 1979.)

MODULES IN DEATH EDUCATION

EVALUATION FORM

Module title _____

Learning facilitator: Please fill out and return with the videotape and folder:

What was module used for?

Number of people viewing the module _____

Comment on the general background of the viewers:

1. What was of most usefulness and interest? (Comment on content, sequencing, presentation and learning activities.)
2. What was unnecessary?
3. What was missing?
4. How do you see this information as useful to you or others?
5. Additional comments.

MODULES IN DEATH EDUCATION



THE DYING PROCESS: RELATING TO THE DYING PERSON

Practical suggestions for family, friends, caregivers of the dying person. Focuses on examination of one's own feelings and on ways to reach out to the dying person.

This project has been made possible in part by a grant from the National Endowment for the Humanities

Prepared and Presented by:

K. ANN McCARTNEY

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Films and Filmstrips

Learning Activity Forms:

 Experience with a Dying Person

 Self Assessment: What I could Offer to a Dying Person.

Evaluation Form

OBJECTIVES: After completion of this module, you should be able to:

- 1) uncover the inner fears set off by the dying of a friend or loved one.
- 2) move beyond one's fears in order to make the dying of a loved one easier for that person.
- 3) lessen one's own anxiety in the presence of the dying.
- 4) speak to and listen to the dying person in appropriate ways.
- 5) recognize what things non-professional people can do, both physically and emotionally to provide comfort to the dying.
- 6) communicate more effectively with doctors and other primary health givers.
- 7) weigh the advantages and disadvantages of caring for the dying person at home or in an institution.
- 8) understand the uniqueness of each person's death which often defies categories or regular 'stages'.

INSTRUCTOR'S GUIDE

This module is one of a series of four on issues on death education. While the material will be useful to professionals, our primary purpose was to address the issues in a manner appropriate to the layperson. It has been our experience that becoming aware of these topics and discussing them can add to the fullness of one's life and can enable persons to have information and tools for dealing with these issues as they affect each person's individual life.

The modules can be used in a variety of ways. Each could be used alone for a single presentation or they could be combined for a series or seminar of longer length. They could be a course or unit by themselves, or could be a single presentation in other related courses or workshops.

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A CAUTIONARY NOTE: The modules deal with issues that are central to all our lives, but are commonly not openly talked

about or dealt with until the need arises. The content and the learning activities can sometimes trigger emotional responses. Since many of the responses are ones we tend to avoid or hide, the individual responding, the other participants and the facilitator may feel uncomfortable. The instructor's discomfort might extend to feeling responsible for causing those responses by presenting the material. We find it useful to remind ourselves that these feelings are already present in the persons. Bringing them to the surface where content is presented to help with those responses can be useful to the person. We have found that it is important to acknowledge the reactions, emphasizing that they are normal, and then to continue with the module presentation because the whole module and its content are important in bringing a sense of closure to the issue and in providing information and tools for dealing with the emotional responses which probably have to do with some unfinished business.

The video tape content is summarized below with suggestions for using the learning activities and other materials.

Approximate length	Topic	Suggestions/Instructions
6 min.	Video input: Introduction and overview.	
1 min.	Video input: Introduction to individual learning activity on past experiences with a dying person.	
10 min.	Individual activity: Experience with a dying person.	Instructions to participants: This activity is designed to stimulate your awareness and feelings about relating to a dying person. It is for your use only, so you may use abbreviations or short phrases.
		Notes to the facilitator: 1. A form for this exercise is provided for duplication. 2. Give time reminders so that each person gets a time to share. 3. If anyone says they have not known anyone who was dying, ask them to imagine answers to questions 2 and 3 and to focus on question 4.
22 min.	Video input: Focus on self Common fears Initial response Choosing level of investment Risk Selfcare	
1 min.	Video input: Introduction to learning activity.	

10-15 min.

Small group
learning activity

Instructions to participant: Get in small groups of no more than three members. Discuss answers to the following two questions:
1. What are you aware of about yourself personally/psychologically/emotionally that would be a help to you in relating to a dying person.
2. What are you aware of about yourself personally/psychologically/emotionally that would make it difficult to relate to a dying person?

Notes to the facilitator:

1. Be sure the groups are no larger than three members. There will not be enough time for each person to share if the groups are larger.
2. Write the two questions on the board.
3. Give time reminders so that each person has a chance to share.

22 min.

Video input:
What to do for a
dying person
Communication
Enhancing joys
of person
Physical care
Support tasks
The death
event

3 min.

Video input:
Satisfactions of
relating to a
dying person.

10-15 min.

Individual
Activity: Self-
assessment: What
I could offer to
a dying person.

Instructions to participants: Take ten minutes to write down specific things you think you could offer to a dying person.

Note to facilitator:

1. A form for this exercise is provided for duplication.
2. Give time reminders.

10-15 min.

Total group activity or small group activity

Instructions to participants: Think of one piece of information or suggestion that you think it would be important for a person to know about relating to a dying person. I would like you to share that information with the group.

Notes to facilitator:

1. Whether you do this as a total group activity or a smaller group activity (about ten people in a group) depends upon the number of participants.
2. If the suggestions start to be repetitious, simply ask if anyone has information or a suggestion that has not been mentioned.
3. It is often easiest and less pressured if you ask for a volunteer for the first person to respond and then continue around the room from that person.

SELECTED BIBLIOGRAPHY

Alsop, Stewart. Stay of Execution. Philadelphia: Lippincott Pub. Company, 1973.

A personal recounting of the author's three-year battle with leukemia. Some rare, honest insights into dealing with death, finding meaning and the impact on a large, growing family. Includes many of life's experiences as a well-known journalist.

Aries, Philippe. The Hour of Our Death. New York: Vintage Books, 1982.

Original research on the history of death attitudes and practice drawn from legal, religious and other historic documents. The best study of its kind.

Davidson, Glen W. Living with Dying. Minneapolis: Augsburg Pub. House, 1975.

Written out of experience with more than six hundred critically and terminally ill patients, their families and friends, and health care providers. Written to help relatives and friends of seriously ill patients to understand the emotional needs of their loved one and to respect their own feelings as well. Appendix contains some models for mourners and suggestions for further reading.

Feifel, Herman. New Meanings of Death. New York: McGraw-Hill Pub. Company, 1977.

A broad presentation including responses to death, the arts and grieving. Edited by Feifel, it calls forth many of the most knowledgeable writers in the field.

Grollman, Earl A. ed. Concerning Death: A Practical Guide for the Living. Boston: Beacon Press, 1974.

A collection of writings by a wide variety of professionals whose work brings them in contact with death, with preparing for death and with its aftermath. A practical guide to dealing with the facts, emotions and decisions surrounding death. Introduction has suggestions for further reading.

Grollman, Earl A. When Your Loved One Is Dying. Boston: Beacon Press, 1980.

An excellent book for those in relationship with the dying. Strikes directly at the needs of the person and ways to help provide fulfillment. Easy to read in almost a verse form of prose.

Jury, Mark and Dan Jury. Gramp. New York: Grossman, 1976.

A journey in words and photographs of the end of life

of Frank Tugend, who at 81 years removed his false teeth and announced he would no longer eat and drink. The family, who had been recording his and their experience over the last three years of life, decided to support his decision and care for him until he died.

Kalish, Richard A. Death, Grief, and Caring Relationships. Monterey: Brooks/Cole Pub. Company, 1981.

An overview of death, dying and grief. Comprehensive and easy to read, it combines research and theory with personal observations. It is divided into: The Meaning of Death; Process of Dying; Grief and Bereavement; Caring Relationships. Thirteen pages of references.

Kavanaugh, Robert. Facing Death. New York: Penguin Books, 1972.

A general overview of the area of death with an outline of staging of normal grieving. Against this background, the author presents guidelines for those in the helping stance.

Koff, Theodore, H. Hospice: A Caring Community. Cambridge, Mass.: Winthrop Pub., 1980.

After describing the origins of the hospice movement, makes comparisons of this unique type of care and the traditional medical model. Current and up-to-date.

Kubler-Ross, Elisabeth. Questions and Answers on Death and Dying. New York: MacMillan Company, 1974.

Out of her experiences with dying patients and their families, Dr. Kubler-Ross answers the most frequently asked questions. Covers all aspects from telling the patient, to the stages of dying, to family and staff feelings. Her answers provide models for how to talk with the dying or the bereaved.

Kubler-Ross, Elisabeth. To Live Until We Say Goodbye. Englewood Cliffs, N. J.: Prentice Hall, 1978.

With beautiful photographs by Mal Warshaw, Kubler-Ross shows what can happen for human beings as they are in the process of dying by telling the stories of specific dying persons. Presents alternative to hospital care.

Levine, Stephen. Who Dies? An Investigation of Conscious Living and Conscious Dying. New York: Anchor Books,

From a background of study and experience with the dying and a background as a poet, teacher, and practitioner of Buddhist meditation, Levine writes about opening oneself to the immensity of living with death. Talks about the effect of cultural views on death and dying and about practical issues. Contains meditations on self-forgiveness, grief, pain, letting go, funerals, dying, after death.

Appendix contains specific suggestions for caring for a dying person, two Buddhist meditations and a music and book list.

Pattison, E. Mosell. The Experience of Dying. Englewood Cliffs, N. J.: Prentice Hall, 1977.

Attempts to provide a broad, in-depth portrait of the dying process in its many personal forms. Examines the meanings of death and coping styles of dying throughout the life cycle. Talks about the living/dying interval, phases rather than stages, and the process as a social interaction. Primarily addressed to those who care for the dying.

Pearson, Leonard. Death and Dying: Current Issues in the Treatment of the Dying Person. Cleveland: Case Western University, 1969.

Deals with informing the dying and when counseling is appropriate. Lengthy section on family and relating to ill person. An extensive bibliography.

Smith, Jo Ann Kelley. Free Fall. Valley Forge: Judson Press, 1975. Written by Jo Ann Kelley Smith in her final months of life, this book describes her feelings, her emotional conflict, the traumas experienced by her family and the supports she needs as a dying person. Intended by the author to be more than a spiritual or personal autobiography, it is offered as a guide for families, friends and professionals.

Stoddard, Sandol. The Hospice Movement. New York: Vintage Books, 1978.

A description of the hospice movement as it has grown throughout our country. Emphasizes the opportunities for the terminal patient and family to share and grow through a painful psychological experience. Makes dying acceptable as a concept of living.

Walsh, Michael J. ed. The Quality of Death. Springfield, Ills.: Templegate Pub., 1975.

Focuses on ethical issues care-givers cannot avoid such as letting go and prolonging life unnecessarily. Good section on pastoral care with guidelines for all those relating to the dying.

Wolf, Anna W. M. Helping Your Child to Understand Death. New York: Child Study Press, 1975.

As persons in relationship to the dying, we need to not only examine our own feelings but reach out to the children who are involved. This is a practical book which offers concrete guidelines about helping children who may be in the family. Useful to parents, friends, teachers and the dying person.

SELECTED READINGS FROM LITERATURE

We want to emphasize that the subject of death and grief has been the topic of great writers in nearly every tradition. The Western tradition, a blend of Hebrew, Greek and Roman thought is especially rich in profound thought about the meaning of suffering and death. The continuous literary tradition has enriched the development of philosophy and theology and has served as a source of consolation and challenge for nearly three millenia. The selections included here are some of the most enduring, but we do not intend to slight other passages or other traditions such as Chinese, Egyptian and others. For the sake of convenience, we have selected readings from one book, the excellent Norton Anthology of World Masterpieces, one Volume, fourth edition, W.W. Norton and Company, New York.

Old Testament

Job - p. 68
Ecclesiastes, The preacher - p. 88

Homer

The Iliad, Book VI - p. 120

Voltaire

Candide - p. 1547

Johann W. Von Goethe

Faust - p. 1657

Selected Readings from Literature - Page 2

Gustave Flaubert

A Simple Heart - p. 1859

Leo Tolstoy

The Death of Ivan Ilyich - p. 1972

Stephane Mallarme

The Tomb of Edgar Poe - p. 2205

Franz Kafka

The Metamorphosis - p. 2380

Anna Akhmatova

Requiem - p. 2446

Jean-Paul Sartre

No Exit - p. 2539

Albert Camus

The Renegade - p. 2572

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The following films and filmstrips are useful to complement the module content. These are on a variety of topics within the area of death and dying.

Dying

1 hr. 40 min

This film begins with an introduction explaining how the filming of three terminal persons came about. It emphasizes the unique differences in the three experiences. Throughout, the film has emotional impact as it follows the first, Sally, a gentle but strong woman; Harriet and Bill, a couple in painful disruption and finally, Rev. Bryant, a warm, totally accepting clergyman surrounded by a loving family.

American Cancer Society
2120 1st North
Seattle, Washington 98109

How Could I Not Be Among You?

40 min.

Ted Rosenthal, facing death from leukemia in his thirties, expresses vividly in poetry and voice his initial reactions and thoughts, feelings about his young family and the anger and affirmation found in the dying experience. Photographic presentations accompany the account by Rosenthal, some beautifully impressionistic.

Film Booking
University of Indiana
Bloomington, Indiana 47405

* The Jilting of Granny Weatherall

58 min.

Katherine Anne Porter wrote this story of a woman who has compensated for her grief by a life dedicated to hard work, work that was meant to protect Granny from the dripping memory of George, who failed to show up on their wedding day.

* Leo Beuerman

13 min.

Emphasizes the dignity and worth inherent in every individual. It is easy to relate to Leo in a deeply personal way as one views him overcoming his handicaps. His philosophy of life serves as inspiration to all.

* Lifeclimb

23 min.

Stanley Zundell, successful in business and highly involved with his family and with community activities, was devastated by a succession of tragic problems: three heart attacks; a spinal fusion which would cripple him if he survived his other difficulties; and then discovery of cancer spreading through his body. His initial reaction, in his mid-fifties, was to go into a terrible depression, coming very close to suicide. Now, in his mid-sixties, Zundell's heart is strong, his spine is once again flexible and his cancer is under control. The film shows an incredible climbing of a mountain, affirming his conquering of fear itself leading him to know himself as never before.

* String Bean

17 min.

The story of a fragile, elderly lady and her string bean plant. The ultimate fate of the plant and the act of faith and optimism of its guardian.

What Man Shall Live And Not See Death

70 min.

An excellent overview focusin on death fears and attitudes. Statistically shocking when speaking of use of land space for burial and disposition of the unknown poor. Explores modern funeral practices and expectations of society for the bereaved. A section of the film is devoted to comments on aging.

Film Booking Service
University of Washington
Seattle, Washington 98195

When A Child Dies

32 min.

Three sets of parents talk about what it means to lose a child. Each offers the viewer guidelines for relating better to parents in grief. The effects on each other as well as other family members and friends is emphasized. Sensitive.

Washington State Funeral Directors Association
4455 Aurora North
Seattle, Washington 98103
(postage only required)

* Where All Things Belong

28 min.

This film is a hymn to the joy of humans guiding their own destinies. In a context of universal oneness, joy and risk is its main theme. Author/educator/futurist George Leonard is featured.

* Where Is Dead?

19 min.

This drama deals compassionately, yet realistically, with the subject of death. A young girl must learn how to handle the sudden death of her nine-year-old brother. The film is designed to generate emotional and intellectual involvement in a life cycle concept of death.

* You See, I've Had A Life

Reveals, through flashbacks, how a thirteen year old boy and his family attempt to deal with the child's fatal affliction with leukemia.

- * Available to Washington State Colleges and Universities through:

Film Rental Library
Shoreline Community College Media Center
16101 Greenwood North
Seattle, Washington 98133

(206) 546 4721

Scan 274-1721

Filmstrip and Cassette

Perspectives on Death Four Parts

- I. Funeral Customs Around the World
- II. Death Through the Eyes of the Artist
- III. Death Themes in Literature
- IV. Death Themes in Music

Washington State Funeral Directors Association
4455 Aurora North
Seattle, Washington 98103

National Funeral Directors Association
135 West Weller Street
Milwaukee, Wisconsin 53203

EXPERIENCE WITH A DYING PERSON

1. Identify a person with whom you were acquainted whose death was prolonged.
2. Looking at the people around that dying person, what did you see them do or hear them say that you perceived was helpful to that person?
3. Looking at the people around that dying person, what did you see them do or hear them say that you felt was not helpful?
4. What things make you uncomfortable about being around a dying person?

SELF ASSESSMENT

WHAT I COULD OFFER TO A DYING PERSON

1. Personal, emotional, psychological characteristics that I possess (i.e. calm, awareness of own fears):
2. Communication skills I possess (i.e. ability to draw others out, ability to show that I am listening with my facial expressions):
3. Special skills I possess that might help enhance the joys of a dying person (i.e. reading, playing a musical instrument, access to films):
4. Physical care tasks I could help with (i.e. turning the person, feeding the person):
5. Support tasks I could do (i.e. grocery shopping, running errands, washing dishes):

MODULES IN DEATH EDUCATION

EVALUATION FORM

Module title _____

Learning facilitator: Please fill out and return with the videotape and folder:

What was module used for?

Number of people viewing the module _____

Comment on the general background of the viewers:

1. What was of most usefulness and interest? (Comment on content, sequencing, presentation and learning activities.)
2. What was unnecessary?
3. What was missing?
4. How do you see this information as useful to you or others?
5. Additional comments.

MODULES IN DEATH EDUCATION



DEALING WITH LOSS: GRIEF AS A UNIVERSAL EXPERIENCE

Understanding the grief process as a normal response to significant loss. Describes normal grief and gives practical suggestions for facilitating grief work in self and others.

This project has been made possible in part by a grant from the National Endowment for the Humanities

Prepared and Presented by:

K. ANN McCARTNEY

Humanities Professor, MA Speech, MA Psychology,

ELIZABETH A. NOWLIS

Nursing Professor, RN, MN

DENNIS PETERS

Humanities Professor, BA Philosophy, MA English

All are on the faculty at Shoreline Community College and team-teach an interdisciplinary course, Perspectives on Dying. They each bring special qualifications: Ann has worked in the area of grief and loss; Dennis has an extensive classical background, and Betsy has been a leader in the hospice movement.

You have permission to copy any or all of the module materials including the video-tape. Return the video-tape and this folder of originals to:

Film Rental Library
Shoreline Community College Media Center
16101 Greenwood Ave. N.
Seattle, WA 98133

CONTENTS

Objectives

Instructor's Guide

Selected Bibliography

Selected Readings from Literature

Films and Filmstrips

Learning Activity Forms:

 Personal Loss Assessment

 Dealing with the Grief of Others

Handouts:

 A Growing Model of the Grieving Process

 Suggestions for Helping Others in Grief

 Suggestions for a Sympathy Note or Condolence Letter

Evaluation Form

OBJECTIVES: After completion of this module, you should be able to:

- 1) give examples of the expression of grief in art, literature and music.
- 2) explore your own past losses and methods of coping.
- 3) identify grief in other areas of life, other than experiencing loss by death of a significant person.
- 4) describe, in general terms, the stages or process of grief.
- 5) compare normal and abnormal grief.
- 6) recognize the effects of unresolved grief on the griever.
- 7) describe the needs of the griever.
- 8) specify ways you might facilitate your own grieving process.
- 9) specify ways you might facilitate and help others in their grief.

INSTRUCTOR'S GUIDE

This module is one of a series of four on issues on death education. While the material will be useful to professionals, our primary purpose was to address the issues in a manner appropriate to the layperson. It has been our experience that becoming aware of these topics and discussing them can add to the fullness of one's life and can enable persons to have information and tools for dealing with these issues as they affect each person's individual life.

The modules can be used in a variety of ways. Each could be used alone for a single presentation or they could be combined for a series or seminar of longer length. They could be a course or unit by themselves, or could be a single presentation in other related courses or workshops.

Each module offers the primary subject material by video. Accompanying the video are a number of prepared handouts for duplication which add to, clarify or reinforce the video presentation. These include objectives, individual or group learning activities, material specific to the topic, and a bibliography.

As the presiding instructor/facilitator, you will be able to individualize instruction to a particular group or participants and choose your own involvement in ways that maximize your own skills.

A CAUTIONARY NOTE: The modules deal with issues that are central to all our lives, but are commonly not openly talked

about or dealt with until the need arises. The content and the learning activities can sometimes trigger emotional responses. Since many of the responses are ones we tend to avoid or hide, the individual responding, the other participants and the facilitator may feel uncomfortable. The instructor's discomfort might extend to feeling responsible for causing those responses by presenting the material. We find it useful to remind ourselves that these feelings are already present in the persons. Bringing them to the surface where content is presented to help with those responses can be useful to the person. We have found that it is important to acknowledge the reactions, emphasizing that they are normal, and then to continue with the module presentation because the whole module and its content are important in bringing a sense of closure to the issue and in providing information and tools for dealing with the emotional responses which probably have to do with some unfinished business.

The video tape content is summarized below with suggestions and instructions for using the learning activities and other materials.

Approximate length	Topic	Suggestions/Instructions
9 min.	Video: Introduction to module and the subject of grief and loss.	
1½ min.	Video: Grief as a response to significant losses.	
10-20 min.	Individual activity: Personal Loss Assessment.	Instructions to participants: This activity is designed to allow you to examine the losses you have experienced in your life. This is for your use only so you may use abbreviations or short phrases. Do not try to be detailed or complete; just use the questions to stimulate your thinking. You may get in touch with some feelings regarding these losses. This is normal. Be aware of those feelings and jot them down if that seems helpful. Try to keep moving through the exercise. The material to be presented on the rest of the video will be useful to you in dealing with those feelings.

SPECIAL NOTES TO THE FACILITATOR:
1. If you notice any participants struggling with emotions, you may want to remind the group that these feelings are natural and that they should continue with the exercise and finish seeing the video. If necessary, make a point to check in with those participants at the end of the module presentation to say that you noticed they were having some feelings and per-

haps they have some unfinished business they might want to talk about with you (if you feel comfortable with that) or with someone else. Help them to explore who they might want to talk with: friend, counselor, minister, etc.

2. Give time reminders so that they move through the exercise. Some people will not have finished, but they will have done enough to continue with the video.

- | | | |
|------------|---|---|
| 6½ min. | Video: Overview of loss. | |
| 1 min. | Video: Instructions for activity. | |
| 8-15 min. | Individual Activity: Dealing with the grief of others. | There are no special instructions needed here other than to remind participants <u>not</u> to complete section E until after the video. Give them time reminders. |
| 8 min. | Video: The Grieving Process. | Handout: Diagram to the grieving model. |
| 27 min. | Video: Facilitating grief work in self and others. | Handouts: 1. Suggestions for Helping Others in Grief.
2. Suggestions for A Sympathy Note or Condolence Letter. |
| 3 min. | Video: When grief is finished. | |
| 5-8 min. | Individual Activity: Completion of section D of Dealing With the Grief of Others. | Instructions to participants: Please complete section E of Dealing with the Grief of Others. |
| 15-30 min. | Small Groups. | Instructions to participants: Form small groups of not less than 4 or more than 6. Choose a reporter/spokesperson who will later give a summary to the total group. |

Discuss the following questions:

What struck you most in this module?

What, about grief, surprised you most?

How would you behave differently now in response to another's loss?

What was most useful to you in understanding grief and loss?

What other suggestions can you make for facilitating grief.

10-15 min. Total Group.

Instructions to participants: Each group's spokesperson will briefly report on what the group discussed.

NOTES TO FACILITATOR:

For the small group activity, write the questions on the blackboard for use by the groups.

1. During group discussion, give time reminders to move the discussion along.
2. In all these activities, the participants will not be ready to stop discussing/writing when you call time. It is important to move them on to the next part of the activity, acknowledging that you know they are not finished. But that it is important to move on so that there is a sense of completeness to this presentation.
3. For closing, you may want to summarize the thoughts of the class, emphasize the ideas you felt were really important and re-focus on the remarks at the beginning of the video about how each of us face losses. The purpose of this module has been to give a better understanding of what happens as we grieve our losses and how to facilitate our own and others griefwork.

SELECTED BIBLIOGRAPHY

- # Adler, Charles S. We Are But A Moment's Sunshine. New York: Pocket Books, 1976.
This paperback book contains over fifty selections from well-known writers, ranging from Rudyard Kipling to Hemingway. Art, essays, articles and poetry are included.
- @ # Bernstein, Joanne. Loss And How To Cope With It. New York: The Seabury Press, 1977.
A small book dealing with loss of self, relatives and friends. Legitimizes the frightening feelings accompanying loss. Explores the signs of resolution. Offers steps that may lead to completion of grief. Good reference list for further reading.
- # Bloomfield, Harold, et al. How To Survive The Loss Of A Love. New York: Bantam Books, 1977.
A small innovative, paperback beginning with the extreme pain of loss, separation or death. Through short prose and poetry, brings the reader to a degree of resolution and thus, survival. Some passages written in caring humor.
- @ # Caine, Lynne. Widow. New York: Bantam Books, 1975.
A sensitive and useful book coming from the author's own experiences. There is an honest recognition of both the negative as well as the positive feelings accompanying the death loss of a spouse. Helpful to both husbands and wives.
- @ # Freeman, Lucy. The Sorrow And The Fury. Englewood Cliffs: Prentice-Hall, 1978.
Writings of the stages of loss with a focus on this experience through the life cycle. The author acknowledges the negative feelings that often are present with grief. Better ways to handle grief are offered. A chapter by chapter Bibliography is given at the back of the book.
- @ Grollman, Earl A. ed. Concerning Death: A Practical Guide For The Living. Boston: Beacon Press, 1974.
A collection of writings by a wide variety of professionals whose work brings them in contact with death, with preparing for death and with its aftermath. A practical guide to dealing with the facts, emotions, and decisions surrounding death. Introduction has suggestions for further reading.
- @ Grollman, Earl A. What Helped Me When My Loved One Died. Boston: Beacon Press, 1981.
A collection of personal responses from parents, wives,

husbands, children and friends who have mourned the death of a significant person. Foreword contains guidelines for the grieving process. Has list of names and addresses of organizations for help.

- @ Grollman, Earl A. Talking About Death: A Dialogue Between Parent And Child. Boston: Beacon Press, 1976.

A dialogue between parent and child designed to be read with the child. Also includes a Parent's Guide which suggest a variety of ways for parents to use this book, and helps parents themselves to come to terms with the sorrow of death. Contains an annotated listing of resources including films, cassettes, professional services, books.

- # Jackson, Edgar. Understanding Loneliness. London: SCM Press, Ltd. 1980.

Dr. Jackson writes well, using case studies to demonstrate situations which create loneliness. He suggests ways to make loneliness creative and more bearable. He reflects an optimistic note for those in bereavement.

- * @ # Kalish, Richard A. Death, Grief, and Caring Relationships. Monterey: Brooks/Cole Pub. Company, 1981.

An overview of death, dying and grief. Comprehensive and easy to read, it combines research and theory with personal observations. It is divided into: The Meaning of Death; Process of Dying; Grief and Bereavement; Caring Relationships. Thirteen pages of references.

- @ Kavanaugh, Robert. Facing Death. New York: Penguin Books, 1972.

A general overview of the area of death with an outline of staging of normal grieving. Against this background, the author presents guidelines for those in the helping stance.

- # Kohn, Jane B. and Willard K. Kohn. The Widower. Boston: Beacon Press, 1978.

This book is directed toward the widower or men undergoing loss experiences. Willard Kohn relates the terminal illness of his wife and his own bereavement with sensitivity. Jan Kohn writes of the psychological impact of grief. The text serves as a practical guide to widowers.

- # Le Shan, Eda. Learning To Say Goodbye When A Parent Dies. New York: Macmillan Pub. Company, 1976.

Written particularly for the young person experiencing the loss of a parent or friend. In simple, understandable language, LeShan explains the normal feelings of grief and ways of dealing with these feelings. Has a story-like format. No Bibliography.

@ Lewis, C.S. A Grief Observed. New York: The Seabury Press, 1961.

A personal accounting of the period of bereavement following the death of the author's wife. Beautifully written with sensitivity. A religious context. *

Loewinsohn, Ruth Survival Handbook For Widows. Chicago: Fallett Pub. Company, 1979.

Intended to be a guide for moving through and resolving the grief of widows. Direct and practical in its approach, this book offers much in the way of advice and help.

@ Schiff, Harriet Sarnoff. The Bereaved Parent. New York: The Crown Pub. Company, Inc. 1977.

✓
A book written by a woman whose ten year old son died. She shares not only her own experience, but experiences of other parents and psychiatric and religious counselors as she with candor and compassion, guides parents through the inevitable experience of grief. She discusses the emotional turmoil and the day to day decisions and hardships bereaved parents must face.

* @ # Simos, Bertha G. A Time To Grieve. New York: Family Services Association of America, 1979.

Enlarges the concept of loss to fit universal human experience. She writes specifically of unresolved grief and signs that suggest the need for intervention. Several case studies are included.

Stuart, Clarissa. On Becoming A Widow. St. Louis: Concordia Pub. House, 1973.

A journalist describes her sudden widowhood and her process of reshaping her life as a woman alone. In sharing her experiences and feelings, she offers her readers invaluable insights into the issues of widowhood and the management of grief.

Westberg, Granger E. Good Grief. Philadelphia: Fortress Press, 1971.

Written by a clergyman, this book describes ten stages of the normal process of grief that happens whenever there is a loss of someone or something important. Brief, clear, useful for the person experiencing grief.

Williams, Philip W. When A Loved One Dies. Minneapolis: Augsburg Pub. House, 1976.

Written by a hospital chaplain, the book describes bereavement as a movement or journey from hurt to health. Each section describes a possible emotion or response using his professional experiences and concludes with a scripture reading and prayer.

5

* - particularly helpful to the helper

- helpful for the person who has suffered a loss

@ - personal education on grief

SELECTED READINGS FROM LITERATURE

We want to emphasize that the subject of death and grief has been the topic of great writers in nearly every tradition. The Western tradition, a blend of Hebrew, Greek and Roman thought is especially rich in profound thought about the meaning of suffering and death. The continuous literary tradition has enriched the development of philosophy and theology and has served as a source of consolation and challenge for nearly three millenia. The selections included here are some of the most enduring, but we do not intend to slight other passages or other traditions such as Chinese, Egyptian and others. For the sake of convenience, we have selected readings from one book, the excellent Norton Anthology of World Masterpieces, one Volume, fourth edition, W.W. Norton and Company, New York.

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American Cancer Society
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Film Booking
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19 min.

This drama deals compassionately, yet realistically, with the subject of death. A young girl must learn how to handle the sudden death of her nine-year-old brother. The film is designed to generate emotional and intellectual involvement in a life cycle concept of death.

* You See, I've Had A Life

Reveals, through flashbacks, how a thirteen year old boy and his family attempt to deal with the child's fatal affliction with leukemia.

- * Available to Washington State Colleges and Universities through:

Film Rental Library
Shoreline Community College Media Center
16101 Greenwood North
Seattle, Washington 98133

(206) 546 4721

Scan 274-1721

Filmstrip and Cassette

Perspectives on Death Four Parts

- I. Funeral Customs Around the World
- II. Death Through the Eyes of the Artist
- III. Death Themes in Literature
- IV. Death Themes in Music

Washington State Funeral Directors Association
4455 Aurora North
Seattle, Washington 98103

National Funeral Directors Association
135 West Weller Street
Milwaukee, Wisconsin 53203

PERSONAL LOSS ASSESSMENT

Grief is a normal, natural and necessary process in the integration of a significant loss into one's life. While grief is generally associated with the loss of someone significant by death, the loss of anyone or anything significant to you will also need to be grieved.

- A. What other losses besides the death of someone significant might you or someone need to grieve over? Circle the losses you have experienced.

- B. List four main losses you have experienced and fill in the following:

LOSS	BRIEFLY DESCRIBE	DOES IT SEEM FINISHED OR UNFINISHED
1.		
2.		
3.		
4.		

- C. Choose one of the losses listed in B. Review that loss experience, remembering what happened, who was involved, what was said and done, the feelings you experienced, the outcome. Sometimes it is helpful to shut your eyes and run the experience past your mind as if it were a movie. This might help you to remember what happened and to get in touch with the feelings you experienced. After reviewing the loss experience, be as specific as possible in answering the following:

1. What feelings did you experience with that loss? (brief, descriptive, feeling terms are best)
2. How did people respond toward you and treat you?

ERIC

3. What are your present feelings about the loss?

D. Pick one of the losses listed in B that seems finished to you. (Use the one you reviewed in C, if finished) What or who enabled you to call it finished?

E. Pick one of the losses listed in B that seems unfinished to you. (Use the one you reviewed in C if it is unfinished)

What unfinished business is left for you?

What would enable you to call it finished?

DEALING WITH THE GRIEF OF OTHERS

Remember a time when someone you knew was undergoing a loss (death of significant person, divorce, job change, moving, etc.).

A. What was the loss? Who did it involve?

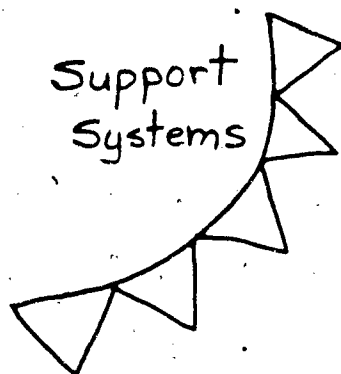
B. How did the person behave? What did they do or say? What did you think was going on with them?

C. How did you feel?

D. What did you do or say?

STOP! DO NOT COMPLETE THE FOLLOWING SECTION UNTIL AFTER THE VIDEO INPUT.

E. Knowing what you do now about the grief process and how to reach out to someone who is grieving, what would you do or say differently and what more would you do or say? (use the back of this sheet if you need more space)



A GROWING MODEL OF THE GRIEVING PROCESS

The grieving process can be seen as a tree which is continually growing upward in the healthy person toward integration, synthesis, re-establishment. The "stages" in grief are seen as branches that sometimes will put out more growth, particularly in the early part of the grieving and then later when events and memories trigger the particular emotions.

Model created by K. Ann McCartney

Copyright, ©, 1978, by K. Ann McCartney

SUGGESTIONS FOR HELPING OTHERS IN GRIEF

Notes of sympathy should be personal.

A special remembrance, the use of the person's name and using the word 'death' are all appropriate and helpful. Survivors appreciate a recognition of the reality of the loss.

Take into consideration the presence of illness or other emotional stress.

Stresses can be accumulative, each causing the other to be more severe. Suffering a death loss can intensify even a common cold. A woman patient in a hospital received the shocking news of the sudden death of her husband two days after having had major surgery herself. She became so distraught that she insisted on dressing and leaving the hospital. It was only at the insistence of the medical staff that she agreed to stay. Her hospital course went poorly from this time on with high fever, infection and almost complete emotional collapse. Although this situation is extreme, we must carefully assess the existing health of the person in grief.

Encourage good nutrition.

In part, because of time disorientation but also from lack of interest in eating, many will skip meals completely or simply cut down drastically on food intake. If the person can only manage a limited amount of food, nutritious items should be selected, those containing vitamins, protein and quick energy (carbohydrates).

Adequate sleep and rest are essential.

We must recognize that rest and sleep are not the same and provide periods of each. Except during the first few days, hypnotics (sleeping pills) and tranquilizers are discouraged because of their withdrawal effects later. If a physician determines that these medications are appropriate, they should be used only on a short term basis.

Exercise is also important for the person in grief.

Exercise should be done in reasonable limits in order to avoid over fatigue. Exercise enhances the circulation, breathing and intestinal function which can help re-instate a feeling of well being.

Touch.

Touch is perhaps the most meaningful gesture of support

Suggestions for Helping Others in Grief - Page 2

one can offer. Touch is the spontaneous physical reaching out for another in grief. It is often an expression of shared grief. Many persons have said, even months or years after a loss, "I remember you because I seemed to be in a state of shock and then you put your arms around me--this meant more than words."

Provide time orientation.

Grief stricken persons, through the first more stressful days, may experience time distortion. Funeral directors report that persons making arrangements frequently appear much before their appointments, much later or not at all. A caring person can help structure time for important matters but leave the person grieving the decisions regarding time which can be managed.

Provide a physically safe environment.

Persons in grief are sometimes distracted and become accident prone. Auto accidents, falls and overdosage of medications can occur.

Allow some degree of dependency.

This can be done by taking over many of the more tiresome or routine tasks. This gives the person grieving more energy to participate in arrangements for rituals and other planning.

Active listening.

Active listening which is totally non-judgemental is crucial. This gives "permission" for the person in grief to express feelings and thoughts, both positive and negative. The person, through this process, also has the opportunity to listen to the self and begin to make constructive changes.

Long-term support.

The grieving process takes time and cannot be hurried. Studies suggest that as long as a year is needed by most for adequate resolution. The important persons to the griever can be significantly helpful in recognizing this fact and continuing to give support.

Offer to do something specific.

Suggesting a job or task is more useful than a vague, "What can I do for you." The person in grief may be so upset that a simple "nothing" is often the answer when there is much to be done. Make a concrete offer. This might include running an errand, cooking a dinner, picking up relatives at the airport, making phone calls or taking a child to the park. One grieving wife said that having a neighbor come and scrub the kitchen floor was one of the things done for her that was the most caring and helpful.

Supporting constructive decisions.

Decisions which profoundly change one's life should be delayed for at least six months until the impact of the loss has lessened and the bereaved can more objectively determine long-range plans.

Providing an opportunity for "life-review".

A "life-review" has proved very helpful to most persons undergoing a death loss. This provides an opportunity to review the past relationship held with the person who has died. It is a way of "summing up" which leads to retaining memories but, at the same time, letting go of the physical person. This reflecting must take place, however, when the survivor finds it meaningful. You might also review some of your own memories with the person if you felt comfortable doing this. Otherwise, often asking the survivor to share some thought of the deceased with you can be appropriate.

Laughter.

Laughter lends grief a sense of softness and celebration of the loss. Laughter can serve as a release from the severe pain of separation. It must be genuine and shared to be most meaningful.

SUGGESTIONS FOR A SYMPATHY NOTE OR CONDOLENCE LETTER

A note or letter should be hand written.

Pick something that suits the person. If you use a greeting card sympathy note, be sure to write some personal words. A card saying 'sympathy' is not necessary. You may find a picture or design that is more appropriate.

Mention the person who has died by name ("Fred", "Mary") or by relationship ("your husband", "your father").

Do not avoid the word "died" or "dead".

Use phrases that are personal and appropriate to you. If religious phrases are comforting and comfortable to you, use them; if not, don't use them).

Give at least one remembrance of that person.

Timing is very individual and your letter may be written immediately or later. Just because you don't get the note written right away doesn't mean it is too late.

Remember, a suicide loss is particularly difficult and especially needs an acknowledgment.

Be sincere.

Module title _____

Learning facilitator: Please fill out and return with the videotape and folder:

What was module used for?

Number of people viewing the module _____

Comment on the general background of the viewers:

1. What was of most usefulness and interest? (Comment on content, sequencing, presentation and learning activities.)
2. What was unnecessary?
3. What was missing?
4. How do you see this information as useful to you or others?
5. Additional comments.

MODULES IN DEATH EDUCATION



THE IMPORTANCE OF RITUALS: THE CELEBRATION OF DEATH

Examines rituals as traditional, non-traditional, or individualized procedures helpful in coming to terms with the death of another. Also discusses some issues and concerns surrounding funeral practices in our culture.

This project has been made possible in part by a grant from the National Endowment for the Humanities

Prepared and Presented by:

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Humanities Professor, BA Philosophy, MA English

All are on the faculty at Shoreline Community College and team-teach an interdisciplinary course, Perspectives on Dying. They each bring special qualifications: Ann has worked in the area of grief and loss; Dennis has an extensive classical background, and Betsy has been a leader in the hospice movement.

You have permission to copy any or all of the module materials including the video-tape. Return the video-tape and this folder of originals to:

Film Rental Library
Shoreline Community College Media Center
16101 Greenwood Ave. N.
Seattle, WA 98133

CONTENTS

Objectives

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Selected Bibliography

Selected Readings from Literature

Films and Filmstrips

Learning Activity Forms:

 "Good" and "Bad" Death Rituals

 Death Ritual Planning

 Designing a Ritual

Evaluation Form

OBJECTIVES: After completion of this module, you should be able to:

- 1) be aware of the common myths surrounding rituals and funeral practices.
- 2) understand the purposes of rituals.
- 3) understand the role that death rituals play in the process of recovering emotionally from the loss of a friend or loved one.
- 4) know the considerations in deciding how to include children in the death rituals.
- 5) distinguish various kinds of rituals: traditional, non-traditional, cultural, individualized.
- 6) understand that rituals may begin before the death and continue through the time of death, through the disposition of the body, and over a longer period of time.
- 7) be aware of a variety of options for death rituals.
- 8) distinguish the five phases in the funeral and burial experience.
- 9) be aware of the details that are legally required before the disposal of the body.
- 10) have information and skills for relating to the funeral director.
- 11) have knowledge of pre-planning options for rituals and disposition of the body.

INSTRUCTOR'S GUIDE

This module is one of a series of four on issues on death education. While the material will be useful to professionals, our primary purpose was to address the issues in a manner appropriate to the layperson. It has been our experience that becoming aware of these topics and discussing them can add to the fullness of one's life and can enable persons to have information and tools for dealing with these issues as they affect each person's individual life.

The modules can be used in a variety of ways. Each could be used alone for a single presentation or they could be combined for a series or seminar of longer length. They could be a course or unit by themselves, or could be a single presentation in other related courses or workshops.

Each module offers the primary subject material by video. Accompanying the video are a number of prepared handouts for duplication which add to, clarify or reinforce the video presentation. These include objectives, individual or group learning activities, material specific to the topic, and a bibliography.

As the presiding instructor/facilitator, you will be able to individualize instruction to a particular group or participants and choose your own involvement in ways that maximize your own skills.

A CAUTIONARY NOTE: The modules deal with issues that are central to all our lives, but are commonly not openly talked

about or dealt with until the need arises. The content and the learning activities can sometimes trigger emotional responses. Since many of the responses are ones we tend to avoid or hide, the individual responding, the other participants and the facilitator may feel uncomfortable. The instructor's discomfort might extend to feeling responsible for causing those responses by presenting the material. We find it useful to remind ourselves that these feelings are already present in the persons. Bringing them to the surface where content is presented to help with those responses can be useful to the person. We have found that it is important to acknowledge the reactions, emphasizing that they are normal, and then to continue with the module presentation because the whole module and its content are important in bringing a sense of closure to the issue and in providing information and tools for dealing with the emotional responses which probably have to do with some unfinished business.

The video tape content is summarized below with suggestions and instructions for using the learning activities and other materials.

Approximate Length	Topic	Suggestions/Instructions
6 min.	Video input: Introduction and overview.	
10 min.	Video input: Definition of rituals and purposes of rituals.	
1 min.	Video input: Introduction to learning activity.	
10 min.	Individual learning activity: "Good" and "bad" death rituals.	Instructions to participants: This activity is designed to stimulate your awareness and feelings in response to death rituals you have experienced or observed. It is for your use only, so you may use abbreviations or short phrases. Notes to the facilitator: 1. A form for this exercise is provided for duplication. 2. Give time reminders. 3. Participants may feel that they need more time to write. Be sensitive to that, but recognize that the point of the exercise is to stimulate thinking and that will probably be accomplished in the ten minutes. 4. If time permits, you may want to have the participants share in small groups what they have written.
2 min.	Video input: Cultural/ethnic/religious heritage for rituals.	
1 min.	Video input: Introduction to learning activity.	

10-15 min.

Group learning
Activity: Cul-
tural/ethnic/
religious heri-
tage for rituals

Instructions to participants: Get into small groups of about four-six members. Share what death rituals are part of your cultural, ethnic, and religious heritage. Look for commonalities among the differences.

Notes to the facilitator:

1. Be sure the groups are no larger than six or smaller than four. If too small, they may not have enough different backgrounds. If too large, everyone will not get a chance to share.
2. Give time reminders so that each person has a chance to share.
3. There will be a tendency for the groups to want to keep discussing even when the time is up. It can be useful to give them a one-minute warning before you stop them so they can bring some end to their discussion.

15 min.

Video input:
Possible rituals
surrounding death:
 nearing death
 at time of
 death
 at disposition
 of body
 at memorial/
 funeral/com-
 mittal
 long term

3 min.

Video input: Con-
siderations in
choosing to involve
children in death
rituals;

12 min.

Video input: Prac-
tical issues and
concerns surrounding
common funeral
practices:
 legal
 preplanning

notices
choices
relating to
funeral direc-
tors.

4 min.

Video input:
Conclusion and
suggestions for
further activities.

5-30 min.

Individual
activity: Death
Ritual Planning

Instructions to participants: This handout may be useful to you and others you know in thinking through and planning what death decisions and rituals you want for yourself. You may want to fill out the form and place it with your important records.

Notes to facilitator:

1. A three-page handout is provided for duplication.
2. This exercise may be too long and too involved to have as part of the module. We have found it useful to hand out the forms and suggest they fill it out later on their own.
3. Some people think it is morbid to think about choices around death and the death ritual. You may want to address this issue and reiterate the value of preplanning for yourself and for your survivors.

5-15 min.

Individual and
group activity:
Designing a
ritual.

Instructions to participants: Take a few minutes to fill out the form, Designing a Ritual. Share briefly with your classmates what ritual you have designed.

Notes to facilitator:

1. A form is provided for duplication.
2. The group sharing can be a closing for the module.
3. Depending on the size of your class you may want to do this as a total group or in smaller groups. Nine or ten seems to be a good number for an exercise like this.

4. Emphasize the briefness of the sharing so that the exercise does not drag on too long. We find it useful to do this exercise ourselves and be the first ones to share so that we can model for them how to briefly share.

SELECTED BIBLIOGRAPHY

Adler, Charles S., et. al. We Are But a Moment's Sunlight. New York: Pocket Books, 1976.

Contains an extensive section on customs for coping with death. This is followed by short passages and readings which are useful for rituals. Poetry is included.

Bloomfield, Harold, et. al. How to Survive the Loss of a Love. New York: Bantam Books, 1977.

A small innovative paperback beginning with the extreme pain of loss, separation or death. Through short prose and poetry brings the reader to a degree of resolution and thus, survival. Some passages written in caring humor.

Gibran, Kahlil. The Garden of the Prophet. New York: Alfred A. Knopf, Inc. 1961.

By the brilliant author of The Prophet, this small book meant to be a companion piece, continues in the same mystic sense of literature as the first. Prose which is truly poetic.

Grollman, Earl A. ed. Concerning Death: A Practical Guide for the Living. Boston: Beacon Press, 1974. A collec-

tion of writings by a wide variety of professionals whose work brings them into contact with death, with preparing for death, and with its aftermath. A practical guide to dealing with the facts, emotions and decisions surrounding death. Presents Protestant, Roman Catholic, Jewish ways in death and mourning. Information on the funeral director, the cemetery, the memorial, cremation.

Kalish, Richard A. Death, Grief, and Caring Relationships. Monterey: Brooks/Cole Pub. Company, 1981.

An overview of death, dying and grief. Comprehensive and easy to read, it combines research and theory with personal observations. It is divided into: The Meaning of Death; Process of Dying; Grief & Bereavement; Caring Relationships. Thirteen pages of references.

Levine, Stephen. Who Dies? An Investigation of Conscious Living and Conscious Dying. New York: Anchor Books, 1982.

From a background of study and experience with the dying and a background as a poet, teacher, and practitioner of Buddhist meditation, Levine writes about opening oneself to the immensity of living with death. Talks about the effects of cultural views on death and dying and about

practical issues. Contains meditations on self-forgiveness, grief, pain, letting go, funerals, dying, after death. Appendix contains specific suggestions for caring for a dying person, two Buddhist meditations and a music and book list.

Rosenthal, Ted. How Could I Not Be Among You? New York: Venture-George Braziller, 1973.

From the still photographs and poetry and spoken words of the film, How Could I Not Be Among You, (winner of the 1972 American Film Festival) comes this book which records the thoughts of Ted Rosenthal during the last part of his life. A real-life portrayal of the struggle to come to terms with one's impending death.

Schutz, Susan Polis. Come into the Mountains, Dear Friend. Boulder, Colo.: Blue Mountain Arts, 1972.

About love and relationship, these short poems also can be used as readings for rituals concerning the pain of loss. Sectioned into 'thoughts' and 'feelings.'

Refer to the rituals and writings of Western and Eastern religious traditions, such as the Roman Missal, Episcopalian Book of Common Prayer, Lutheran Rituals, Tibetan Book of the Dead.

SELECTED READINGS FROM LITERATURE

We want to emphasize that the subject of death and grief has been the topic of great writers in nearly every tradition. The Western tradition, a blend of Hebrew, Greek and Roman thought is especially rich in profound thought about the meaning of suffering and death. The continuous literary tradition has enriched the development of philosophy and theology, and has served as a source of consolation and challenge for nearly three millenia. The selections included here are some of the most enduring, but we do not intend to slight other passages or other traditions such as Chinese, Egyptian and others. For the sake of convenience, we have selected readings from one book, the excellent Norton Anthology of World Masterpieces, one Volume, fourth edition, W.W. Norton and Company, New York.

Old Testament

Job - p. 68
Ecclesiastes, The preacher - p. 88

Homer

The Iliad, Book VI - p. 120

Voltaire

Candide - p. 1547

Johann W. Von Goethe

Faust - p. 1657

Gustave Flaubert

A Simple Heart - p. 1859

Leo Tolstoy

The Death of Ivan Ilyich - p. 1972

Stephane Mallarme

The Tomb of Edgar Poe - p. 2205

Franz Kafka

The Metamorphosis - p. 2380

Anna Akhmatova

Requiem - p. 2446

Jean-Paul Sartre

No Exit - p. 2539

Albert Camus

The Renegade - p. 2572

FILMS AND FILMSTRIPS

The following films and filmstrips are useful to complement the module content. These are on a variety of topics within the area of death and dying.

Dying

1 hr. 40 min.

This film begins with an introduction explaining how the filming of three terminal persons came about. It emphasizes the unique differences in the three experiences. Throughout, the film has emotional impact as it follows the first, Sally, a gentle but strong woman; Harriet and Bill, a couple in painful disruption and finally, Rev. Bryant, a warm, totally accepting clergyman surrounded by a loving family.

American Cancer Society
2120 1st North
Seattle, Washington 98109

How Could I Not Be Among You?

40⁺ min.

Ted Rosenthal, facing death from leukemia in his thirties, expresses vividly in poetry and voice his initial reactions and thoughts, feelings about his young family and the anger and affirmation found in the dying experience. Photographic presentations accompany the account by Rosenthal, some beautifully impressionistic.

Film Booking
University of Indiana
Bloomington, Indiana 47405

* The Jilting of Granny Weatherall

58 min.

Katherine Anne Porter wrote this story of a woman who has compensated for her grief by a life dedicated to hard work, work that was meant to protect Granny from the dripping memory of George, who failed to show up on their wedding day.

* Leo Beuerman

13 min.

Emphasizes the dignity and worth inherent in every individual. It is easy to relate to Leo in a deeply personal way as one views him overcoming his handicaps. His philosophy of life serves as inspiration to all.

* Lifeclimb 23 min.

Stanley Zundell, successful in business and highly involved with his family and with community activities, was devastated by a succession of tragic problems: three heart attacks; a spinal fusion which would cripple him if he survived his other difficulties; and then discovery of cancer spreading through his body. His initial reaction, in his mid-fifties, was to go into a terrible depression, coming very close to suicide. Now, in his mid-sixties, Zundell's heart is strong, his spine is once again flexible and his cancer is under control. The film shows an incredible climbing of a mountain, affirming his conquering of fear itself leading him to know himself as never before.

* String Bean 17 min.

The story of a fragile, elderly lady and her string bean plant. The ultimate fate of the plant and the act of faith and optimism of its guardian..

What Man Shall Live And Not See Death 70 min.

An excellent overview focusin on death fears and attitudes. Statistically shocking when speaking of use of land space for burial and disposition of the unknown poor. Explores modern funeral practices and expectations of society for the bereaved. A section of the film is devoted to comments on aging.

Film Booking Service
University of Washington
Seattle, Washington 98195

When A Child Dies 32 min.

Three sets of parents talk about what it means to lose a child. Each offers the viewer guidelines for relating better to parents in grief. The effects on each other as well as other family members and friends is emphasized. Sensitive.

Washington State Funeral Directors Association
4455 Aurora North
Seattle, Washington 98103
(postage only required)

* Where All Things Belong 28 min.

This film is a hymn to the joy of humans guiding their own destinies. In a context of universal oneness, joy and risk is its main theme. Author/educator/futurist George Leonard is featured.

* Where Is Dead?

19 min.

This drama deals compassionately, yet realistically, with the subject of death. A young girl must learn how to handle the sudden death of her nine-year-old brother. The film is designed to generate emotional and intellectual involvement in a life cycle concept of death.

* You See, I've Had A Life

Reveals, through flashbacks, how a thirteen year old boy and his family attempt to deal with the child's fatal affliction with leukemia.

- * Available to Washington State Colleges and Universities through:

Film Rental Library
Shoreline Community College Media Center
16101 Greenwood North
Seattle, Washington 98133

(206) 546 4721

Scan 274-1721

Filmstrip and Cassette

Perspectives on Death Four Parts

- I. Funeral Customs Around the World
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- IV. Death Themes in Music

Washington State Funeral Directors Association
4455 Aurora North
Seattle, Washington 98103

National Funeral Directors Association
135 West Weller Street
Milwaukee, Wisconsin 53203

"GOOD" AND "BAD" DEATH RITUALS

Take five minutes to briefly answer the following questions.
Then in small groups take ten minutes to share your responses.

What experiences have you had, personally or through the media, with services or rituals for the dead (funerals, memorials, burials, other rituals)?

In your observation what aspects, practices did/do you consider "good" (consoling, fulfilling the purposes of a death ritual)? Be specific.

In your observation what aspects, practices did you consider "bad" (disturbing, upsetting, not useful in fulfilling the purposes of a death ritual)? Be specific.

DEATH RITUAL PLANNING

I want rituals surrounding my death to accomplish the following purposes:

- ☐ Provide recognition of death
- ☐ Acknowledge my death
- ☐ Aid in the grief process of my survivors
- ☐ Celebrate my life
- ☐ Bring together my community of friends
- ☐ Aid in my transition
- ☐ Other (specify) _____

I want the following considered in the disposition of my body after death:

- ☐ I wish to be embalmed.
- ☐ I wish to have cosmetics.
- ☐ I wish my body viewed by _____

- ☐ under the following conditions _____

- ☐ I prefer to be cremated.
- ☐ I prefer to be buried.

I would like the following rituals:

Surrounding my death:

Death Ritual Planning - Page 2

At the time of death:

At the disposition of my body:

Limit expense to: minimum _____; low average _____;
average _____; immaterial _____.

Place (church, funeral home, own home, cemetery, other)

Casket present _____; open _____; closed _____.

Description of services:

At a memorial service:

Place _____

Description of services:

As longer term rituals:

Death Ritual Planning - Page 3

The following personal wishes may be helpful in planning rituals for me:

1. I would like the following religious beliefs expressed:
2. Some accomplishments in my life I feel good about:
3. One of my fondest memories is:
4. One of the greatest inspirations of my life has been:
5. If I could live my life over again:
6. One of the places on earth I have enjoyed most is:
7. One of the greatest pleasures in my life has been:
8. Three activities I have enjoyed most:
9. My favorite poem or scripture is:
10. My favorite song or music is:
11. My favorite flower is:
12. My favorite color is:
13. My unfinished work is:
14. I want my family to remember me for:
15. The last thought I have for my family and friends:

Remembrances to:

Any special instructions:

DESIGNING A RITUAL

Rituals are ways of marking, symbolizing something that you consider important. Rituals can be focused around major happenings such as weddings, funerals, births, major holidays, or can be used to mark simple, even everyday happenings, such as leaving for work in the morning, the family being together for dinner, arriving home after a vacation, the ending of the day, a less-known holiday such as winter solstice, buying a new car.

List some events, happenings that you might like to have a ritual for:

Pick one of the events listed above and think of what you might design as a ritual to symbolize that event.

MODULES IN DEATH EDUCATION

EVALUATION FORM

Module title _____

Learning facilitator: Please fill out and return with the videotape and folder:

What was module used for?

Number of people viewing the module _____

Comment on the general background of the viewers:

1. What was of most usefulness and interest? (Comment on content, sequencing, presentation and learning activities.)
2. What was unnecessary?
3. What was missing?
4. How do you see this information as useful to you or others?
5. Additional comments _____

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